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then, I didn't callate I would." In this case I have fared better than the second speaker. The unsuggested co-operation of the children in bringing material was a pleasant surprise. I "got more than I callated to." But then, considering the general alertness of these students, I may subconsciously have "callated to."

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GRADING COMPOSITION

The following scheme of grading written composition is employed in our school and may be suggestive to other teachers.

"A"

For a composition to be an "A" paper it must be "A" in quality of writing—which means, *good writing*. *Good writing* is careful writing, neat, and easy to read. It must show that it was not hurriedly done, and it must bear a favorable impression to the eye. The formation of the words must not be haphazard in structure, and each letter of each word must be that letter *fully* and *plainly*, and it must not be possible to construe it as another letter. For instance, the word "man" may be written in long hand ambiguously, that is, so that it admits of two meanings. It all depends upon the formation of the letters "m" and "n" as to whether it spells "man" or "mau" or "wan" or "wau." Ambiguous words *will not appear* in class "A" work in composition in these classes. Further, there will not be any errors in spelling, capitalization, or punctuation. No visible alterations or erasures will be found. Paragraphing, spacing, and indention—all these and many other qualities will be "just right" if it merits "A." The right words will always be in the right place. The sentence structure will be logical, and the whole tone of the paper will be of high class. It will require all that a student can do to make "A." One or two can make it now. Others can attain it. "A" means 90 or above.

"B"

"B" is the grade mark that is given to papers that are good in many particulars. However, there may be a few errors of small omissions or misspelled words that the student seemed unable to detect before handing in the paper for correction and grading. It will be given in a large number of cases when the writer was almost certain the paper

would be "A," for it is hard to detect our own errors, and it may be the grade of work for which the writer has received "A" many times before. It is possible for many students to make "B," for it is possible for many students to do *good* work. "B" is 80 to 90.

"C"

"C" is for those who, for various causes, may fall short of "B." It is a transient station for many, for there are many who, by pure diligence and hard work will bring their efforts to merit more. It is also a temporary place for those who *do not care*. The student who does not heed corrections will be given the "D" grade, which means unsatisfactory. "C" ultimately may mean those who tried hard all the time, seemed always diligent, but merely maintained their own without apparent improvement. "C" will not include *careless* writers. A careless, half-written paper, to say nothing of the wording and thought, does not merit a passing grade, and will not receive such a grade. Such a writer has not mastered elementary composition, and the course is arranged so that the student may take it two years, or until he becomes a careful, accurate writer.

"D"

"Inefficient" means so poor that it would be a reflection upon the teacher if the work were passed upon as satisfactory by that teacher. "Careless" means the student who does not care to pay the price for a "pass." "Indifferent" is the student who heeds not instruction. "D" includes these.

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¹See the *English Journal* for October, 1915, p. 526, and December, 1915, p. 671.